**Evidence-Based Lesson Design**

* **Gain Students’ Attention**
  + Verbal Cue
  + Silence/Wait
* **Preview**
  + State Goal of the Lesson
  + Relevance of Target Skill
* **Review**
  + Previous Content
  + Prerequisite Skills
  + Background Knowledge
  + Vocabulary
  + MUST BE INTERACTIVE

**OPENING**

**Model I Do “My turn”**

Show, Demonstrate, Describe

Clear, Consistent, Concise

INTERACTIVE

**Prompt We Do “Let’s do this together”**

Guided Practice

Scaffold Prompts

Continually Checking for Understanding – Formative Assessments

Feedback, Feedback, Feedback

Differentiation

Flexible Groups

INTERACTIVE

High Rates of Accuracy – Fade Prompts

**Check You Do “Your turn”**

Verify Understanding before Independent Work

Unprompted Practice

Carefully Monitor Responses

Formative Assessments and Feedback

**BODY**

* **Review**
  + Critical Content
  + MUST BE INTERACTIVE
* **Preview**
  + Next Lesson
* **Independent Work**

**CLOSING**

Adapted From: Archer, Anita, Hughes, Charles. *Explicit Instruction: Effective and Efficient Teaching*. Guilford Press. 2011.